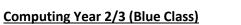
Milestone 1





By the end of the year, pupils should have a 'Expected' understanding, whilst some will have a 'Deep' understanding.

| | Basic: | Expected: | Deep: |
|---|--------|-----------|-------|
| Computer skills (spans across all units) | | - | |
| Turn on a laptop | | | |
| Login to a laptop user | | | |
| Use a mouse | | | |
| Open an internet browser | | | |
| Access a website (such as Purple Mash) | | | |
| Follow simple instructions to access online resources | | | |
| Information Technology | | | |
| Unit 2.3 - Spreadsheets | | | |
| Use copying, cutting and pasting shortcuts in 2Calculate. | | | |
| Use 2Calcuate totalling tools. | | | |
| Use 2Calculate to solve a simple puzzle | | | |
| Explore the capabilities of a spreadsheet in adding up coins to | | | |
| match the prices of objects | | | |
| Add and edit data in a table layout. | | | |
| Use the data to manually create a block graph. | | | |
| Unit 2.4 - Questioning | | | |
| Show that the information provided on pictograms is of limited use | | | |
| beyond answering simple questions | | | |
| Use yes/no questions to separate information. | | | |
| Construct a binary tree to separate different items. | | | |
| Use 2Question (a binary tree) to answer questions | | | |
| Use a database to answer more complex search questions. | | | |
| Use the Search tool to find information. | | | |
| Unit 2.5 - Effective Searching | | | |
| Understand the terminology associated with the Internet and | | | |
| searching. | | | |
| Gain a better understanding of searching the Internet. | | | |
| Create a leaflet to help someone search for information on the | | | |
| Internet. | | | |
| Unit 2.6 - Creating Pictures | | | |
| Explore 2Paint A Picture. | | | |
| Look at the work of Impressionist artists and recreate them using | | | |
| the Impressionism template. | | | |
| Look at the work of pointillist artists such as Seurat. | | | |
| Recreate pointillist art using the Pointillism template. | | | |
| Look at the work of Piet Mondrian and recreate it using the Lines | | | |
| template. | | | |
| Look at the work of William Morris and recreate it using the | | | |
| Patterns template. | | | |
| Look at some surrealist art and create their own using the eCollage | | | |
| function in 2Paint A Picture. | | | |
| Unit 2.7 - Making Music | | | |
| Explore, edit and combine sounds using 2Sequence. | | | |

Milestone 1

Computing Year 2/3 (Blue Class)



| | Basic: | Expected: | Deep: |
|--|--------|-----------|-------|
| Add sounds to a tune to improve it. | | | |
| Think about how music can be used to express feelings and create | | | |
| tunes which depict feelings. | | | |
| Upload a sound from a bank of sounds into the Sounds section. | | | |
| Record their own sound and upload it into the Sounds section. | | | |
| Create their own tune using the sounds which they have added to | | | |
| the Sounds section. | | | |
| Unit 2.8 - Presenting Ideas | | | |
| Explore how a story can be presented in different ways. | | | |
| Make a quiz about a story or class topic. | | | |
| Make a fact file on a non-fiction topic. | | | |
| Make a presentation to the class. | | | |
| Computer Science | | | |
| Unit 2.1 - Coding | | | |
| Understand what an algorithm is. | | | |
| Create a computer program using an algorithm. | | | |
| Create a program using a given design. | | | |
| Understand the collision detection event. | | | |
| Understand that algorithms follow a sequence. | | | |
| Design an algorithm that follows a timed sequence. | | | |
| Understand that different objects have different properties. | | | |
| Understand what different events do in code. | | | |
| Understand the function of buttons in a program. | | | |
| Know what debugging means. | | | |
| Understand the need to test and debug a program repeatedly. | | | |
| Debug simple programs. | | | |
| Digital Literacy / Online Safety | | | |
| Unit 2.2 - Online Safety | | | |
| Know how to refine searches using the Search tool. | | | |
| Know how to share work electronically using the display boards. | | | |
| Use digital technology to share work on Purple Mash to | | | |
| communicate and connect with others locally. | | | |
| Have some knowledge and understanding about sharing more | | | |
| globally on the Internet. | | | |
| Introduce Email as a communication tool using 2Respond | | | |
| simulations. | | | |
| Understand how we talk to others when they are not there in front | | | |
| of us. | | | |
| Open and send simple online communications in the form of email. | | | |
| Understand that information put online leaves a digital footprint or | | | |
| trail. | | | |
| Begin to think critically about the information they leave online. | | | |
| Identify the steps that can be taken to keep personal data and | | | |
| hardware secure | | | |